Stan Ross Department of Accountancy
Zicklin School of Business, Baruch College

Accounting 4100, Financial Accounting III
Spring Semester 2025

Instructor:	Mohammad M. Kamal	**Section:**	STRA
Office:	VC 12-210	**Day/Time:**	TTh 5:40 p.m. - 7:20 p.m.
Phone:	(646) 795-0673	**Room:**	A-17 Lex 4SO
E-mail:*	mohammad.kamal@baruch.cuny.edu	**Office Hours:**	Available after and/or before class or by appointment.

Your email subject line **MUST begin with the following, if you expect a response: "ACC 4100 – Spring 2025 – Last name – **Insert Question/Issue**". Unfortunately, as a Baruch alumni, I am still assigned a student email ID which ends in @baruchmail.cuny.edu - which should **NOT** be used to send any emails to. Outlook will default to this student email address, if you simply type in my name in the recipient email box. Instead, I recommend copying the email from above, or to confirm that the email you're sending me is to the email account ending in @baruch.cuny.edu before hitting send. I am not responsible for any emails you send to any e-mail address, except the one identified above.*

Websites: 1) Brightspace

2) Connect Accounting (*"Connect"*)
(https://connect.mheducation.com/class/m-kamal-Spring-2025-tth-540pm-1click register now)

REQUIRED MATERIALS

- *Advanced Financial Accounting, 15th Edition*, Hoyle, Schaefer, Doupnik, McGraw-Hill (ISBN: 978-1-266-84877-3).
- I recommend the electronic text with *Connect*; but choose the version that is best suited to your learning needs.
- Access to *Connect* is required; most (if not all) assignments will be through *Connect* (https://connect.mheducation.com/class/m-kamal-Spring-2025-tth-540pm-1)

BRIGHTSPACE ("BSP")

Brightspace will be the hub for communications and class materials. Brightspace includes important announcements, syllabus, study resources, grades and other relevant information. Class materials (PowerPoints, homework problems, and additional resources) will be directly available on Brightspace. You are expected to come to class with these materials with you (they will not be handed out in class). You should visit Brightspace frequently for the latest information. Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

COURSE OBJECTIVES

A study of accounting for business combinations, consolidated financial statement, foreign currency translation, international accounting, segment reporting, governmental accounting, not-for-profit accounting and partnership accounting. The course will include a research project using and electronic database of authoritative generally accepted accounting principles.

Prerequisite: ACC 3000, 3100, 3200, and 3202 AND Accounting program plan.*
**Note: After all four ACC 3000-level courses are completed, Accounting GPA must be 2.5 or higher. If below 2.5 GPA, ACC 4100 will be dropped.*

COURSE LEARNING GOALS

I fully support any and all goals that will lead you to learn accounting and become familiar with business concepts.

1. If you have any different goals, for instance - to get through this course with minimum effort, I strongly recommend you drop the course and take a different Professor. This course requires a lot of work; if you stay, you will be painfully disappointed
2. This is a 4-credit course – which requires a minimum of 12 hours of work every week (@ a minimum and on average). If you cannot make this time commitment, it may be a good idea to take this course a

different semester. An F in this course is something neither of us wants

3. A reading of the chapter to be covered for the week is mandatory, before the start of class – every week, without exception. To help in that regard, homework for that chapter is due before we meet for class and cover the chapter (more on this in the *Homework* section below)
4. Identify problems and solutions where financial accounting, as well as all other areas of accounting, is not an exact science, and that a final numeric solution to a problem is simply the starting point of decision making
5. Use computers and quantitative analysis to facilitate analysis of problems and assist in decision making
6. Describe the interrelationships among the various areas in accounting, especially with regards to managerial accounting and reporting, and federation taxation, and to describe how these interrelationships impact decision making
7. Describe the concepts, methods, and tools used in financial accounting
8. Organize and analyze accounting and economic data for use in decision making

WRITTEN MEMOS

This course is structured to introduce and apply accounting concepts discussed in the course objectives section above and highlight their real-world applications. To further the cause of real-world applicability, each student is required to write a 1-page memo (Calibri font, font size 11, double-spaced) about the effect of the current US President's economic policies on the US economy. A consultant from Baruch's Schwartz Communication Institute may assist us in meeting these goals. The consultant may be available for individual coaching, for assistance with organizing the memo, and to provide feedback. The consultant is currently scheduled to meet us TBD and walk us through the logistics of their involvement with the course. Based on the quality (or lack thereof) of the initial memo, an additional memo may be assigned to further assess the improvement in writing and communication skills. The Memo is due by ***Apr 10th, 2025 @ 4:59 pm***. The Memo should be emailed to me by the due date using the following email subject formatting as well as the file name - *"ACC 4100 – Spring 2025 – Last name – Memo"*. Any submissions that are not formatted properly will receive a score of zero (formatting refers to the font size, spacing, font type, as well as the email subject formatting and file name).

ADMINISTRATIVE AND ACADEMIC POLICIES

Academic Integrity: I fully support Baruch College's policy on Academic Honesty, which states, in part: "Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth.

Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned." Academic sanctions in this class will range from an F on the assignment to an F in this course. Additional information can be found at http://www.baruch.cuny.edu/academic/academic honesty.html. You must honor Baruch College's standards regarding integrity, honesty, and cheating at all times; sharing of information during exams in any form is strictly forbidden. Please note that a report of suspected academic dishonesty will always be sent to the Dean of Students office.

Students with Disabilities: It is college policy to provide accommodations and academic adjustments for students with disabilities. Any student with a disability who may need accommodations in this class is requested to speak directly to Student Disability Services located in Newman Vertical Campus, Room 2-271 as early in the semester as possible. All discussions will remain confidential. For additional information: http://www.baruch.cuny.edu/facultyhandbook/DisabilitiesInformation.htm

Homework: Homework is assigned on *Connect* and will be due 4:59 p.m. Eastern Standard Time; the due dates can be found on Connect. The assignment will be automatically submitted and graded on the due date and time if you did not submit it previously, regardless of completion level. All the homework problems will be available to students after their due dates for practice. Instructions on completing, including number of attempts are on *Connect*. At this time, only your total score will show after submission of a homework assignment – the feedback and detailed solutions will be available after the due date. Only the highest of the three attempts counts toward the total homework score.

Supplemental Assignments: From time to time I may assign supplemental problems on *Connect* that are not graded. It is extremely important to keep up to date, and to be prepared for class – both of which will be accomplished if you attempt the supplemental assignments. These recommended homework assignments provide you with concrete applications of the fundamental concepts and principles discussed in the text and related lectures.

Extra Credit Assignment: *No later than* ***Apr 8th 4:59pm*** you will open (or update) a profile on LinkedIn and send me an invitation to connect through LinkedIn. First, you will complete the Summary, Experience, Education, Skills and Expertise, and add your photo to your profile. Keep in mind LinkedIn is a professional networking website where colleagues and future employers will learn about your professional goals and achievements.

Therefore, the information you present should be accurate, free from grammatical errors, and your picture should look professional. Then, you will ask me (https://www.linkedin.com/in/mkamalcpa) to join your professional network via LinkedIn. *You will receive credit for this assignment when, upon reviewing your profile, I am convinced that you have represented Baruch College and yourself in a professional manner*. The extra credit is worth 2 numerical grade points. If you send me an email asking me whether I have accepted your invitation or ask me the same question during/before/after class, you will forfeit all points (translation: do not ask me when your invitation will be accepted – all invitations will be accepted after the due date. If you still ask me, you get 0 [zero] points).

Exam Policies: Exams may consist of multiple-choice questions, short answer questions, problems, and/or essay type questions. I will decide on the format of the exams as the course progresses and I evaluate your understanding. The exams are challenging, and the final exam includes all material covered in the course. Conversions of numerical grades to A's, B's, etc. follow the college's usual system. Exams may be administered through Connect – the same platform where homework is assigned. The college may schedule the final exam for a day which is just prior to the end of the exam period. The academic calendar shows the exam schedule; please plan accordingly. Make up exams may not be given. By the time of this class's midterm or final exams, CUNY faculty might be given access to an online proctoring system. If we are, I plan to make use of the system for our final (and/or midterm) examination.

Re-grading Policies: If you want me to re-review your grade on a particular exam, you must make that request **WITHIN A WEEK** of receiving the graded exam. There are two types of requests:

- If you believe I have made a mathematical error in calculating your final score, you may orally request that I review my mathematical accuracy.
- If you believe you have received an inappropriate score on a particular problem, you must submit your re-grade request *in writing*. Your request must explain your position and document why you believe a change is appropriate. A copy of your graded assignment or exam should accompany the request.
    - Valid appeal: I will add or subtract the appropriate number of points to your score.
    - Invalid appeal: No change to your grade will be made.

Grades:

Attendance and class participation	10%
On-line work including homework & miscellaneous	10%
Written Memo(s)	5%
Midterm Exam I	20%
Midterm Exam II	20%

Final Exam	35%
Total	100%

Attendance: This is a communication intensive class (refer above for the percentage of your grade dependent on attendance and class participation). The topics covered during the semester are complex; regular and prompt attendance is expected and necessary to obtain a firm grasp of the materials. Department guidelines stipulate that students with excessive absences may be administratively dropped from the course (generally, students are allowed absences equal to twice the number of class sessions per week).

Communication: From time to time, I may need to send messages about the class. Please check BSP regularly; you are responsible for all information posted.

Laptop/Tablet Policy: Students are allowed to use their laptops/tablets to take notes and access class materials as well as to work in-class activities. However, use of laptops/tablets for recreational and other non-academic purposes is prohibited during class time; such use will be reflected negatively on your attendance and class participation grade.

PLEASE READ: You may **NOT** record (verbally or visually) any part, or all, of this course. The only exception to this is if you have a special need **AND** get **PRIOR** approval from me. All approvals must be requested prior to your recording any material or speech in this course.

BBA Program Learning Goals

Analytical Skills	Students will use quantitative and analytic methods to develop solutions to business problems.
Technology and Data Literacy	Students will use data and technology to enable and support business.
Communication Skills: Oral	Students will speak clearly, professionally, and persuasively.
Communication Skills: Written	Students will write clearly, professionally, and persuasively.
Ethical Decision-making and Civic Awareness	Students will identify, analyze, and address ethical and societal issues in business.

Global Awareness	Students will identify, analyze, and address global issues in business.

BBA Majors: Accountancy Learning Goals

Accounting Knowledge	Students will accurately report and interpret financial information.
Critical Thinking/Analytical Skills	Students will analyze business situations using accounting knowledge.
Communication Skills	Students will communicate accounting information in a clear and concise manner.
Ethical Awareness	Students will identify ethical issues and evaluate potential conflicts of interests.

BBA Learning Goals	Significant Part of Course	Moderate Part of Course	Minimal Part of Course	Not Part of Course
Analytical Skills	☒	☐	☐	☐
Technological and Data Literacy	☐	☒	☐	☐
Communication Skills: Oral	☒	☐	☐	☐
Communication Skills: Written	☐	☒	☐	☐
Ethical Decision-Making and Civic Awareness	☒	☐	☐	☐
Global Awareness	☒	☒	☐	☐

Assignments	***Course Learning Goals***	***BBA Program Learning Goals***
Readings: various case studies, textbook chapters, journal articles	Demonstrate understanding of the major areas of business and how they are intertwined and integrated with each other	Analytical Skills Civic Awareness and Ethical Decision-Making Global Awareness

Lectures	Discuss business strategies in the twenty-first century	Civic Awareness and Ethical Decision-Making Global Awareness
Final exam: Cumulative multiple-choice exam of all readings and PowerPoint presentations	Demonstrate understanding of the major areas of business and how they are intertwined and integrated with each other	Analytical Skills Civic Awareness and Ethical Decision-Making Global Awareness

Dates, Tentative Topics, and Readings (NOTE: This syllabus, in its entirety, is subject to change without notice, at any point during the semester.)

Date	Topic(s)
Week of January 28th	Introductions, Investments Ch 1; Practice Problem Sets P1, 2
Week of February 4th	Consolidated balance sheets, Ch 2, Practice Problem Set P3;
Week of February 11th	Consolidated income statements, Ch 3
Week of February 18th (***NO*** *Class Feb 18th*)	Consolidated income statements, Ch 3 (contd.)
Week of February 25th	Non-controlling interest, Ch 4
Week of March 4th (***NO*** *Class Mar 6th*)	Non-controlling interest, Ch 4 (contd.)
Week of March 11th	Intercompany inventory, and sales of land Ch 5; Practice Problem Set P5-P6
March 13th	***Midterm I (Tentative)***
Week of March 18th	Segment Disclosure Ch 8; Partnerships Ch 14
Week of March 25th	Partnerships Ch 14 (Contd.); Partnerships Ch 15
Week of April 1st	Partnerships Ch 15 (Contd.) Foreign currency transactions, Ch 9; Practice Problem Set P7
Week of April 8th	Foreign currency transactions, Ch 9 (contd.)
Apr 10th	***Midterm II (Tentative)***
Week of Apr 22nd	Financial Reporting and the SEC, Ch 12; Practice Problem Set P8; Foreign currency translation Ch 10
Week of Apr 29th	Foreign currency translation Ch 10 (contd.)
Week of May 6th	Governmental accounting Ch 16
Week of May 13th	Governmental accounting Ch 16 (contd.)
TBD	***Final (Cumulative)***

Support services available to you at Baruch

(optional reading)

(courtesy of Dennis Slavin, Associate Provost)

Student Academic Consulting Center (SACC) – the College's tutoring center (NVC 2-116; 646-312-4830)

SACC supports the academic success of undergraduates at Baruch College through small group peer tutoring and other programs, serving students in a wide variety of subjects across the curriculum. The Center's primary mission is to help students succeed during their college years and beyond by helping them develop as active, independent learners who possess the knowledge and skills necessary for both academic and workplace success. SACC also coordinates the Spring and winter math immersion programs. For more information, please visit the SACC website at www.baruch.cuny.edu/sacc or contact **Michele Doney**, SACC's director, at michele.doney@baruch.cuny.edu.

The Writing Center (NVC 8-185 and Newman Library Reference Desk; 646-312-4012)

The Writing Center offers free, professional writing support for all undergraduate and graduate students at Baruch, through one-to-one consultations, workshops, peer review groups, written feedback, online resources, and a journal of outstanding student writing. We support faculty through classroom visits, in-class workshops, referral forms, and workshop lesson plans, and we're always available for conversations about teaching and writing. More information is available at http://writingcenter.baruch.cuny.edu/, by calling, by emailing the Center (writing.center@baruch.cuny.edu) or its director, **Diana Hamilton** (diana.hamilton@baruch.cuny.edu), or by stopping by our location in the NVC.

Tools for Clear Speech (TfCS) (tfcs@baruch.cuny.edu; 646-312-2032)

The Tools for Clear Speech (TfCS) program improves the pronunciation, fluency, and pragmatic abilities of English language learners (ELLs) and non-native English speakers at Baruch College. Our participants achieve more effective and intelligible communication, developing skills that empower them to succeed in their classrooms, careers, and beyond. TfCS offers a range of in-person services with our professional Speech Consultants, including One-to-One Sessions, small-group Focused Skills Series sessions, large-group Overview Workshops, and a weekly Conversation Hour. In addition, participants can find extensive practice materials on our online platform *Tools To-Go*, and through our program podcast, *Just to Be Clear*. Visit the TfCS website attfcs.baruch.cuny.edu for more information or email tfcs@baruch.cuny.edu. The TfCS director is **DJ Dolack**.

Office of Undergraduate Advisement and Orientation (NVC 5-215; 646-312-4260)

The Office of Undergraduate Advisement and Orientation provides comprehensive academic advisement to all Baruch undergraduates. The advisement staff promotes student-centered partnerships that encourage and support students both in their academic success and in meeting academic and personal goals. We are dedicated to helping students transition into college and navigate their academic careers. Our many programs include: early intervention programs for first-year transfers and freshmen, new student advisement sessions, academic probation workshops, and one-on-one advisement sessions. Our advisement activities include: walk-in advisement, student peer advisement, worksheet appointments, and e-advisement. We sponsor events and programs, such as the Majors/Minors Fair. We encourage and support students with information and strategies for utilizing the resources and services available at the college. The director of the Office of Undergraduate Advisement and Orientation is **Sharon Ricks**. For more information, call 646-312-4260, or send an email to academic.advisement@baruch.cuny.edu. We also encourage you to visit our website at http://www.baruch.cuny.edu/undergraduate-advisement-and-orientation/.

Student Disability Services (SDS) (NVC 2-272; 646/312-4590)

SDS is committed to providing full access for individuals with disabilities to Baruch's programs, services, and activities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments of 2008. By advocating for and creating an accessible environment for students with disabilities, Baruch empowers students to become their own advocates. Once students have self-identified, applied for services, and provided documentation of their disability, our staff works to determine eligibility for academic adjustments and accommodations. Accommodations include but are not limited to: extended time for exams, less distractive testing environment, material in alternate format, assistive technology, notetaking services, sign language interpreters, and text/writing/reading software. Through our CUNY LEADS program we provide career counseling, resume assistance, interview skills workshops, and access to internships. Please refer students to Student Disability Services or call our office for assistance: 646/312-4590. The Director is **Patricia Clarke Fleming**, LMHC, CRC

The Campus Intervention Team (CIT) works together as a support system to provide assistance to students in crisis. Any member of the college community (faculty, students, staff) can reach out to the CIT to report a concern about a student. The CIT is constituted to assist in providing support for *students* in crisis. (Faculty or staff concerns should be reported to the Office of the Provost or to Human Resources, respectively.) Concerned faculty, staff or students

may fill out an **Incident Communication Form**if they have noticed student behavior which is perceived to be harmful to the student him/herself or to others, including: Unusual or erratic behavior in class; Extended absence from class by a typically engaged student; Written work with troubling themes or references; Verbal or written threats made by a student toward another student; Written or verbal expressions of suicidal ideation; Messages on social media with concerning language; Other actions which cause an alarm or call into question the safety of the student or his/her peers. **All reports are confidential** and will be handled by members of the CIT. **To alert the CIT to a concern**, complete and submit the Incident Communication Form. A member of the team will receive and review your submission. Please note that you may be contacted for follow-up information. Members of the CIT may be emailed at cit@baruch.cuny.edu or call us at 646-312-4570.

Counseling Center (137 E. 25th Street, 9th floor; 646-312-2155)

Through culturally sensitive counseling, psychological services, and outreach, the Counseling Center assists students in achieving their academic, professional, and personal goals. Counselors work collaboratively with students to improve their emotional well-being, balance priorities, enhance interpersonal relationships, and empower them with useful coping skills to attain success in and out of the classroom. Counseling services to students include intake assessments during first visits, short-term individual psychotherapy, group therapy, psychiatric medication evaluations and treatment, emergency and crisis intervention, outreach, psychological testing, internal and external referrals to other services, and consultations for faculty, staff and alumni. Students interested in individual and/or group therapy at the Counseling Center can make an initial appointment by calling 646-312-2155, emailing counseling@baruch.cuny.edu or making an online appointment at www.baruch.cuny.edu/studentaffairs/counselingcenter.htm. For more information, please contact **Dr. Teresa Hurst**, the acting director of the Counseling Center, atteresa.hurst@baruch.cuny.edu.

Veterans Student Advisor/Coordinator (NVC 3-217; 646-312-4745)

The Veterans Coordinator serves Baruch's active duty, guard, reserve, veteran, and military family members on campus. They may stop by to chat, grab a cup of coffee, or have a snack. We can help them with their job or internship searches, and with questions about benefits, financial assistance, academic concerns, and health and wellness. The Veterans Coordinator is the single point of contact for navigating resources at Baruch and in the community. **Molly Pearl**, LMSW, Veteran Student Advisor, LEADS Job Developer: molly.pearl@baruch.cuny.edu

Bernard L. Schwartz Communication Institute (137 East 25th St., Room 315A; 646-312-2068)

To support communication-intensive teaching, courses, and curricula, the Schwartz Institute works directly with faculty—in engagements ranging from semester-long seminars to one-on-one consultations to course-wide interventions. Our faculty partnerships also often include supplemental support for students to practice and develop the course-embedded communication skills they're learning in your class. Thus, unlike some of the foregoing units, the Institute is not a stand-alone destination for the general student body, but we welcome the opportunity to collaborate with you! You can learn more about our work atblsci.baruch.cuny.edu or be in touch with the director, **Heather Samples**, who can be reached at heather.samples@baruch.cuny.edu.

Baruch College Honors Program and Macaulay Honors College at Baruch (137 East 25th St., Suite 306; 646 312-2122)

In addition to serving approximately 300 Macaulay Honors College students at Baruch, the Honors Program invites students to join Honors once at Baruch through the general education-focused Provost Scholar program or the research-based Inquiry Scholarprogram. Honors courses encompass Macaulay Honors courses and Honors sections of regular courses. More information can be found on the Honors webpage or by mailing Baruch.Honors@baruch.cuny.edu. To learn more about teaching in Honors or reviewing Honors applications, contact **Dr. Jody Clark Vaisman**, director (Jody.Vaisman@baruch.cuny.edu), or 646 312-2122.

Office of National & Prestigious Fellowships Advising (137 East 25th St., Room 1027A; 646-312-2126)

Baruch's Office of National & Prestigious Fellowships Advising provides assistance to all Baruch undergraduate and graduate students in developing their potential as candidates for nationally competitive fellowships. Nationally competitive fellowships provide funding opportunities to help students realize their goals. There are fellowships to fund study abroad; to fund professional development opportunities; to gain research experience; to fund graduate school; and to work for the good of their community. More information is available at http://blogs.baruch.cuny.edu/fellowships/, or by contacting the Fellowships advisor, **Valeria Hymas**(Valeria.Hymas@baruch.cuny.edu).

William & Anita Newman Library (Newman Library Building, 2nd floor; 646-312-1610)

Newman Library provides a wide range of information resources and services for students with strong emphasis on assisting students individually and in groups with finding, using, and evaluating information for specific purposes. Library faculty members are available for scheduled consultations with

students, creating guides for specific assignments and course topics, and offering drop-in assistance at the Reference Desk. **As information literacy and subject specialists, Library faculty can provide in-class presentations for courses.** The contact for these presentations is available by calling 646-312-1621 or by completing a form on the Library's website at http://www.baruch.cuny.edu/library/. Other services such as Reserves for course materials, laptop loans, and other forms of technology are also available.